School of Education

Title of Programme: BA (Hons) Early Childhood Education
BA (Hons) Early Childhood Education with Study Abroad

Programme Code: EDECE

Programme Specification

This programme specification is relevant to students entering:
01 September 2020

Associate Dean of School (Academic Quality Assurance):
Alison McLauchlin

Signature

A programme specification is a collection of key information about a programme of study (or course). It identifies the aims and learning outcomes of the programme, lists the modules that make up each stage (or year) of the programme, and the teaching, learning and assessment methods used by teaching staff. It also describes the structure of the programme, its progression requirements and any programme-specific regulations. This information is therefore useful to potential students to help them choose the right programme of study, to current students on the programme, and to staff teaching and administering the programme.

Summary of amendments to the programme:

<table>
<thead>
<tr>
<th>Section</th>
<th>Amendment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

If you have any queries regarding the changes please email AQQ@herts.ac.uk
Programme Specification

BA (Hons) Early Childhood Education

This programme specification (PS) is designed for prospective students, enrolled students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content for each module can be found in Definitive Module Documents (DMDs) and Module Guides.

Section 1

A. Programme Rationale

The BA (Hons) Early Childhood Education focuses on young children’s education, development and care from conception to the age of 7 years. Embedded in the programme are four underpinning principles:

- Each child is a competent and capable individual.
- Children’s rights (as expressed by the United Nations Convention on the Rights of the Child) are recognised and promoted.
- The child is seen holistically in the context of family and society.
- Cooperation with others (parents, colleagues, other professionals etc.) is actively sought for the benefit of the child.

The programme supports students in developing their knowledge and understanding of issues affecting young children and their families as well as enhancing a wide range of skills, including communication skills, academic skills and professional skills. At level 4 students are supported to understand their own development and learning, and they are introduced to theoretical concepts underpinning child development and learning. At level 5 the theoretical base is extended and students relate theory and practice through a work-based learning opportunity. At Level 6 students have the opportunity to specialise on an area of particular interest to them through different module choices and a research project, which further develops academic, intellectual and transferable skills.

The BA (Hons) Early Childhood Education is designed to recruit students who wish to become graduate practitioners in the early childhood sector or pursue other careers working with children and their families. In addition to attracting students directly after completion of their A-levels the programme will be relevant to mature students who are already in employment and wish to enhance their level of qualification. Therefore the course can be studied both full-time and part-time, and there are two entry points, at Level 4 and at Level 6. The latter provides a progression opportunity for students who have already achieved a relevant Foundation Degree and a pathway is available allowing students to continue working and attend university for one day week only.
The programme builds on international research and practice including the exploration of global perspectives of children, different early childhood curricula and underpinning established theory making this programme suitable both for home and international students. Students have the option to study abroad to extend their understanding of global issues in early childhood education and care. The programme has been designed to ensure graduates hold a full and relevant qualification in the early childhood sector as well as possess the underpinning knowledge to progress to Early Years Teacher Training in the UK. Graduates will be able to access careers in early childhood care and education in a range of different roles and sectors (private, public, voluntary, independent) and can enter into employment as graduate professionals offering both theoretical knowledge and understanding as well as practice experience.

B. Educational Aims of the Programme
The programme has been devised in accordance with the University's graduate attributes of programmes of study as set out in UPR TL03.

Additionally this programme aims to:
- Provide students with the knowledge and understanding to equip them for a career in the early childhood sector and in related professions and occupations.
- Offer students the experiences, knowledge and understanding to become self-aware, reflective professionals able to operate in multi-professional contexts.
- Equip students to develop into pedagogical leaders in the early childhood sector and beyond

C. Intended Learning Outcomes
The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the QAA benchmark statements for Early Childhood Studies (2019) and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education (2016) have been used as a guiding framework for curriculum design. The overall structure of the programme and its learning outcomes build on the concept of the spiral curriculum. Throughout the different modules and levels students extend their knowledge, understanding and skills in areas like special educational needs, working with parents and families, research and pedagogical leadership.

<table>
<thead>
<tr>
<th>Knowledge and Understanding</th>
<th>Teaching/learning methods &amp; strategies</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1. Child development and learning theories from conception to the age of 7 years. A2. Pedagogical approaches for working with babies, young children and their families. A3. The importance, challenges and constraints of interprofessional working to meet the needs of young children and their families. A4. Key issues relating to babies, children and childhood nationally and globally from a range of different perspectives. (e.g. psychological, political, legal, sociological, cultural, economic).</td>
<td>Acquisition of knowledge and understanding is through a combination of lectures, seminars, tutorials and independent and guided small group work (A1-8). Work-related learning is offered at level 5 (compulsory) and level 6 (optional) (A1-8).</td>
<td>Knowledge and understanding are assessed through a combination of coursework assignments including reflective logs, presentations, essays, research reports, and academic posters. Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.</td>
</tr>
</tbody>
</table>
A5. The provision of education and care for babies and young children.
A6. Issues in relation to rights, diversity, equity and inclusion affecting the work with young children, their families and communities.
A7. A range of research paradigms, methods and techniques for the systematic study of and enquiry into topics relevant to young children and early childhood.
A8. Change and transitions in young children’s lives including their psychological impact and effective support.

<table>
<thead>
<tr>
<th>Intellectual skills</th>
<th>Teaching/learning methods &amp; strategies</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1. Analyse and constructively critique theories, practice and research in the area of early childhood education.</td>
<td>Intellectual skills are developed through the same methods as outlined in section A, especially seminars, small group work and tutorials. At each stage of the programme, the learner is encouraged to develop intellectual skills further through independent study. Analysis and the skills to develop consistent arguments are particularly important in the research based modules, and for their dissertation at Level 6 students are supported by individual supervisors.</td>
<td>Intellectual skills are assessed through a range of coursework assignments which vary according to module content and level.</td>
</tr>
<tr>
<td>B3. Critically explore and evaluate the significance of national and international policies, initiatives, institutions and agencies in regard to babies, young children and early childhood.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B4. Explore critically the interrelationships between political, economic, cultural and ideological contexts in the lives of babies and young children.</td>
<td></td>
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</tr>
<tr>
<td>B5. Design, conduct and report on an early childhood research project in line with relevant ethical guidelines.</td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Practical skills</th>
<th>Teaching/learning methods &amp; strategies</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1. Observe, record and evaluate patterns in play, behaviour and experience.</td>
<td>Practical skills are developed mainly through the work-related learning modules but also during seminars, tutorials and independent group work and individual study tasks.</td>
<td>Practical skills are assessed through a combination of course work assignments, in particular where these include the development of action plans and lesson plans and where these involve an element of work-related learning.</td>
</tr>
<tr>
<td>C2. Plan and evaluate play and learning opportunities and environments for young children.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
D. Programme Structures, Features, Levels, Modules, and Credits

The programme is offered in full-time (3 years) and part-time (6 years) modes, and leads to the award of BA (Hons) Early Childhood Education. Entry is normally at level 4 but is also possible at level 6 with suitable qualifications (e.g. relevant foundation degree). Intake is normally in Semester A (September).

Professional and Statutory Regulatory Bodies
N/A

Work-Based Learning, including Sandwich Programmes
The programme includes 4 work-related learning modules two of which can include assessed performance in placement. For those students who are not in practice, attendance at work based learning opportunities is compulsory at level 5 (a minimum of 22 days over 2 semesters at level 5).

Erasmus Exchange programme

Erasmus students are permitted to study the course at level 5 and 6. Students would be expected to have undertaken related studies at level 4. Applications from Erasmus students would be considered on an
Programme Structure
The programme structure and progression information below (Table 1a and 1b) is provided for the Honours award. Any interim awards are identified in Table 1b. The Programme Learning Outcomes detailed above are developed and assessed through the constituent modules. Table 2 identifies where each learning outcome is assessed.

Table 1a Outline Programme Structure

<table>
<thead>
<tr>
<th>Mode of study:</th>
<th>Full-time</th>
<th>Entry point:</th>
<th>Semester A</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Compulsory Modules</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Module Title</strong></td>
<td><strong>Module Code</strong></td>
<td><strong>Credit Points</strong></td>
<td><strong>Language of Delivery</strong></td>
<td><strong>% Examination</strong></td>
</tr>
<tr>
<td>Personal and Professional Skills</td>
<td>4EDU1050</td>
<td>30</td>
<td>English</td>
<td>0</td>
</tr>
<tr>
<td>Early Childhood Development</td>
<td>4EDU1018</td>
<td>30</td>
<td>English</td>
<td>0</td>
</tr>
<tr>
<td>Creativity and Learning</td>
<td>4EDU1019</td>
<td>30</td>
<td>English</td>
<td>0</td>
</tr>
<tr>
<td>Global Perspectives on Childhood</td>
<td>4EDU1020</td>
<td>30</td>
<td>English</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mode of study:</th>
<th>Full-time</th>
<th>Entry point:</th>
<th>Semester A</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Compulsory Modules</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Module Title</strong></td>
<td><strong>Module Code</strong></td>
<td><strong>Credit Points</strong></td>
<td><strong>Language of Delivery</strong></td>
<td><strong>% Examination</strong></td>
</tr>
<tr>
<td>Psychological Perspectives</td>
<td>5EDU1022</td>
<td>15</td>
<td>English</td>
<td>0</td>
</tr>
<tr>
<td>Pedagogical Approaches</td>
<td>5EDU1024</td>
<td>30</td>
<td>English</td>
<td>0</td>
</tr>
<tr>
<td>Transitions in Early Childhood</td>
<td>5EDU1023</td>
<td>15</td>
<td>English</td>
<td>0</td>
</tr>
<tr>
<td>Children’s Wellbeing</td>
<td>5EDU1025</td>
<td>30</td>
<td>English</td>
<td>0</td>
</tr>
<tr>
<td>Or</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study Abroad (instead of the above Semester B modules)</td>
<td>5EDU1027</td>
<td>60</td>
<td>English</td>
<td>0</td>
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</tbody>
</table>

| Optional Modules |           |              |            |        |
| **Module Title** | **Module Code** | **Credit Points** | **Language of Delivery** | **% Examination** | **% Coursework** | **% Practical** | **Semesters** |
| Designing an Inquiry and Child Study | 5EDU1042 | 15 | English | 0 | 100 | 0 | A |
| Or |              |              |            |        |
| Early Childhood Practice 1 And Early Childhood Practice 2 | 5EDU2000 | 15 | English | 0 | 100 | 0 | A |
| Or |              |              |            |        |
| Early Childhood Practice 2 | 5EDU2001 | 15 | English | 0 | 100 | 0 | B |
**Mode of study:** Full-time  
**Entry point:** Semester A  
**Level 6**

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit Points</th>
<th>Language of Delivery</th>
<th>% Examination</th>
<th>% Coursework</th>
<th>% Practical</th>
<th>Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Project</td>
<td>6EDU1078</td>
<td>30</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>B</td>
</tr>
<tr>
<td>Developing my Pedagogical Creed</td>
<td>6EDU1064</td>
<td>30</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>B</td>
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</table>

**Optional Modules**  
(Students have to gain 60 credits)

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit Points</th>
<th>Language of Delivery</th>
<th>% Examination</th>
<th>% Coursework</th>
<th>% Practical</th>
<th>Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing Maths and Literacy in Early Childhood settings</td>
<td>6EDU1108</td>
<td>15</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>A</td>
</tr>
<tr>
<td>Special Educational Needs and Disability</td>
<td>6EDU1109</td>
<td>15</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>A</td>
</tr>
<tr>
<td>Pedagogical Leadership</td>
<td>6EDU1111</td>
<td>15</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>A</td>
</tr>
<tr>
<td>Interprofessional Working in Early Childhood Settings</td>
<td>6EDU1110</td>
<td>15</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>A</td>
</tr>
<tr>
<td>Diversity and Inclusion</td>
<td>6EDU1068</td>
<td>30</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>A</td>
</tr>
<tr>
<td>Working with Parents, Families and Communities</td>
<td>6EDU1066</td>
<td>30</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>A</td>
</tr>
</tbody>
</table>

Please note:  
Depending on students’ choices, modules with low student numbers may be withdrawn.

**Mode of study:** Part-time  
**Entry point:** Semester A  
**Level 4/Year 1**

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit Points</th>
<th>Language of Delivery</th>
<th>% Examination</th>
<th>% Coursework</th>
<th>% Practical</th>
<th>Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal and Professional Skills</td>
<td>4EDU1050</td>
<td>30</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>A</td>
</tr>
<tr>
<td>Global Perspectives on Childhood</td>
<td>4EDU1020</td>
<td>30</td>
<td>English</td>
<td>0</td>
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</tbody>
</table>

**Mode of study:** Part-time  
**Entry point:** Semester A  
**Level 4/Year 2**

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit Points</th>
<th>Language of Delivery</th>
<th>% Examination</th>
<th>% Coursework</th>
<th>% Practical</th>
<th>Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood Development</td>
<td>4EDU1018</td>
<td>30</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>A</td>
</tr>
<tr>
<td>Creativity and Learning</td>
<td>4EDU1019</td>
<td>30</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>B</td>
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</tbody>
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**Mode of study:** Part-time  
**Entry point:** Semester A  
**Level 5/Year 3**
### Compulsory Modules

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit Points</th>
<th>Language of Delivery</th>
<th>% Examination</th>
<th>% Coursework</th>
<th>% Practical</th>
<th>Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pedagogical Approaches</td>
<td>5EDU1024</td>
<td>30</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>A</td>
</tr>
<tr>
<td>Children’s Wellbeing</td>
<td>5EDU1025</td>
<td>30</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
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</table>

**Mode of study:** Part-time  
**Entry point:** Semester A  
**Level 5 /Year 4**

### Compulsory Modules

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit Points</th>
<th>Language of Delivery</th>
<th>% Examination</th>
<th>% Coursework</th>
<th>% Practical</th>
<th>Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychological Perspectives</td>
<td>5EDU1022</td>
<td>15</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>A</td>
</tr>
<tr>
<td>Transitions in Early Childhood</td>
<td>5EDU1023</td>
<td>15</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>B</td>
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</tbody>
</table>

**Mode of study:** Part-time  
**Entry point:** Semester A  
**Level 6 /Year 5**

### Compulsory Modules

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit Points</th>
<th>Language of Delivery</th>
<th>% Examination</th>
<th>% Coursework</th>
<th>% Practical</th>
<th>Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Project</td>
<td>6EDU1078</td>
<td>30</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>B</td>
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</tbody>
</table>

**Optional Modules**  
*(Students have to gain 30 credits)*

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit Points</th>
<th>Language of Delivery</th>
<th>% Examination</th>
<th>% Coursework</th>
<th>% Practical</th>
<th>Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity and Inclusion</td>
<td>6EDU1068</td>
<td>30</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>A</td>
</tr>
<tr>
<td>Working with Parents, Families and Communities</td>
<td>6EDU1066</td>
<td>30</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>A</td>
</tr>
<tr>
<td>Developing Maths and Literacy in Early Childhood settings</td>
<td>6EDU1108</td>
<td>15</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>A</td>
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</tbody>
</table>
### Interprofessional Working in Early Childhood Settings

#### Compulsory Module
- **Module Title**: Developing my Pedagogical Creed
- **Module Code**: 6EDU1064
- **Credit Points**: 30
- **Language of Delivery**: English
- **% Examination**: 0
- **% Coursework**: 100
- **% Practical**: 0
- **Semesters**: B

### Optional Modules (Students have to gain 30 credits)

#### Module Titles
- **Diversity and Inclusion**: 6EDU1068
- **Credit Points**: 30
- **Language of Delivery**: English
- **% Examination**: 0
- **% Coursework**: 100
- **% Practical**: 0
- **Semesters**: A

- **Working with Parents, Families and Communities**: 6EDU1066
- **Credit Points**: 30
- **Language of Delivery**: English
- **% Examination**: 0
- **% Coursework**: 100
- **% Practical**: 0
- **Semesters**: A

- **Developing Maths and Literacy in Early Childhood settings**: 6EDU1108
- **Credit Points**: 15
- **Language of Delivery**: English
- **% Examination**: 0
- **% Coursework**: 100
- **% Practical**: 0
- **Semesters**: A

- **Interprofessional Working in Early Childhood Settings**: 6EDU1110
- **Credit Points**: 15
- **Language of Delivery**: English
- **% Examination**: 0
- **% Coursework**: 100
- **% Practical**: 0
- **Semesters**: A

#### Please note:
Depending on students’ choices, modules with low student numbers may be withdrawn.

### Mode of study: Part-time
- **Entry point**: Semester A
- **Level 6 / Year 6**

### Compulsory Modules
- **Module Title**: Developing my Pedagogical Creed
- **Module Code**: 6EDU1097
- **Credit Points**: 30
- **Language of Delivery**: English
- **% Examination**: 0
- **% Coursework**: 100
- **% Practical**: 0
- **Semesters**: B

- **Diversity and Inclusion**: 6EDU1099
- **Credit Points**: 30
- **Language of Delivery**: English
- **% Examination**: 0
- **% Coursework**: 100
- **% Practical**: 0
- **Semesters**: A

- **Working with Parents, Families and Communities**: 6EDU1098
- **Credit Points**: 30
- **Language of Delivery**: English
- **% Examination**: 0
- **% Coursework**: 100
- **% Practical**: 0
- **Semesters**: A

- **Research Project**: 6EDU1096
- **Credit Points**: 30
- **Language of Delivery**: English
- **% Examination**: 0
- **% Coursework**: 100
- **% Practical**: 0
- **Semesters**: B

#### Please note:
Depending on students’ choices, modules with low student numbers may be withdrawn.

### For top-up students only who already hold a Foundation Degree*
- **Mode of study**: Full-time
- **Entry point**: Semester A
- **Level 6 / Year 6**

#### Compulsory Modules
- **Module Title**: Developing my Pedagogical Creed
- **Module Code**: 6EDU1097
- **Credit Points**: 30
- **Language of Delivery**: English
- **% Examination**: 0
- **% Coursework**: 100
- **% Practical**: 0
- **Semesters**: B

- **Diversity and Inclusion**: 6EDU1099
- **Credit Points**: 30
- **Language of Delivery**: English
- **% Examination**: 0
- **% Coursework**: 100
- **% Practical**: 0
- **Semesters**: A

- **Working with Parents, Families and Communities**: 6EDU1098
- **Credit Points**: 30
- **Language of Delivery**: English
- **% Examination**: 0
- **% Coursework**: 100
- **% Practical**: 0
- **Semesters**: A

- **Research Project**: 6EDU1096
- **Credit Points**: 30
- **Language of Delivery**: English
- **% Examination**: 0
- **% Coursework**: 100
- **% Practical**: 0
- **Semesters**: B

*These modules are only available to those students who have successfully completed a relevant foundation degree.

Progression to Level 5 normally requires a minimum of 120 credits. Progression to Level 6 normally requires a minimum of 240 credits, including 120 at Level 5. Where students have not met the required credits they may be allowed to progress subject to the agreement of the Programme Board. Attendance and engagement
in the programme will be used to inform the decision made by the Programme Board. A maximum of 30 credits may be carried from one year to the next.

The award of an Honours degree requires 360 credit points with 120 at level 6.

Honours classification
The University has approved structure and assessment regulations common to all programmes. Full details are provided in UPR AS14, Section D.

Table 1b Final and interim awards available
The programme provides the following final and interim awards:

<table>
<thead>
<tr>
<th>Final Award</th>
<th>Award Title</th>
<th>Minimum requirements</th>
<th>Available at end of Level</th>
<th>Programme Learning Outcomes developed (see above)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA (Hons)</td>
<td>Early Childhood Education</td>
<td>360 credit points including 240 at level 6/5 of which 120 must be at level 6</td>
<td>6</td>
<td>All programme learning outcomes (see Table 2)</td>
</tr>
<tr>
<td>BA (Hons)</td>
<td>Early Childhood Education with Study Abroad</td>
<td>360 credit points including 240 at level 6/5 of which 120 must be at level 6</td>
<td>6</td>
<td>All programme learning outcomes (see Table 2)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interim Award</th>
<th>Award Title</th>
<th>Minimum requirements</th>
<th>Available at end of Level</th>
<th>Programme Learning Outcomes developed (see above)</th>
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</thead>
<tbody>
<tr>
<td>University Certificate</td>
<td>Untitled</td>
<td>45 credit points at level 4</td>
<td>4</td>
<td>A1, A2, A4, A5, A6; B1, B2, B3, B4, B5; C1, C2, C3, C4, C5; D1, D2, D3, D4, D5, D6</td>
</tr>
<tr>
<td>Certificate of Higher Education</td>
<td>Early Childhood Education</td>
<td>120 credit points at level 4</td>
<td>4, 5</td>
<td>A1, A2, A3, A4, A5, A6, A7, A8, B1, B2, B3, B4, C1, C2, C3, C4, C5, D1, D2, D3, D4, D5, D6</td>
</tr>
<tr>
<td>Diploma of Higher Education</td>
<td>Early Childhood Education</td>
<td>240 credit points including at least 120 at level 5</td>
<td>5, 6</td>
<td>A1, A2, A3, A4, A5, A6, A7, A8, B1, B2, B3, B4, B5, C1, C2, C3, C4, C5, C6, D1, D2, D3, D4, D5, D6</td>
</tr>
<tr>
<td>BA</td>
<td>Early Childhood Education</td>
<td>300 credit points including 180 at level 6/5 of which 60 must be at level 6</td>
<td>6</td>
<td>A1, A2, A3, A4, A5, A6, A7, A8, B1, B2, B3, B4, B5, C1, C2, C3, C4, C5, C6, D1, D2, D3, D4, D5, D6</td>
</tr>
<tr>
<td>BA</td>
<td>Early Childhood Education with Study Abroad</td>
<td>300 credit points including 180 at level 6/5 of which 60 must be at level 6</td>
<td>6</td>
<td>A1, A2, A3, A4, A5, A6, A7, A8, B1, B2, B3, B4, B5, C1, C2, C3, C4, C5, C6, D1, D2, D3, D4, D5, D6</td>
</tr>
</tbody>
</table>

Programme-specific assessment regulations
The programme complies with the University's academic regulations (in particular, UPR AS11, UPR AS12/UPR AS13 and UPR AS14)

Further points of clarification and interpretation relevant to this specific programme are given below

- Attendance at a minimum of 80% of all scheduled taught lectures, seminars, workshops and tutorials is mandatory.
- Attendance at a minimum of 80% of all work-based learning opportunities is mandatory.

E. Management of Programme & Support for student learning.

Management

The programme is managed and administered through:

- The Dean of School.
- Associate Dean of School (AQA)
- A Programme Leader who is responsible for the day-to-day management of the programme.
- The Module Leaders who take responsibility for their individual modules.
- A team of Administrators to deal with day to day administration associated with the programme.
- An Admissions Tutor with specific responsibility for open days and marketing.
- A Work-based Learning Tutor
- A Programme Committee, the membership of which includes the Programme Leader, the module Leaders, two student representatives from each year group, the Associate Dean (AQA), employers, members of the Professional Advisory Group and others as appropriate

Support

Students are supported by:

- A Programme Leader to help students understand the programme structure.
- Individual and small-group tutorials to provide academic and pastoral support.
- A Work-Based Learning Tutor
- A Work-based supervisor.
- A team of student administrators.
- A Personal Progress Tutor
- A student representative from each your group on the programme committee.
- A Student Engagement Co-ordinator.
- Peer mentoring support
- An induction/orientation session at the beginning of each academic year.
- StudyNet, an on-line interactive learning environment.
- Access to a wider range of digital and printed text books, journal articles and other material through the Learning Resources Centres.
- The Student Union.
- Counselling service.

F. Other sources of information

In addition to this Programme Specification, the University publishes guidance to registered students on the programme and its constituent modules:

- A Programme (or Student) Handbook;
- A Definitive Module Document (DMD) for each constituent module;
- A Module Guide for each constituent module.

The Ask Herts website provides information on a wide range of resources and services available at the University of Hertfordshire including academic support, accommodation, fees, funding, visas, wellbeing services and student societies.

As a condition of registration, all students of the University of Hertfordshire are required to comply with the University's rules, regulations and procedures. These are published in a series of documents called
'University Policies and Regulations' (UPRs). The University requires that all students consult these documents which are available on-line, on the UPR web site, at: http://www.herts.ac.uk/secreg/upr/. In particular, UPR SA07 'Regulations and Advice for Students' Particular Attention - Index' provides information on the UPRs that contain the academic regulations of particular relevance for undergraduate and taught postgraduate students.

In accordance with section 4(5) of the Higher Education and Research Act 2017 (HERA), the UK Office for Students (OfS) has registered the University of Hertfordshire in the register of English higher education providers. The Register can be viewed at: https://www.officeforstudents.org.uk/advice-and-guidance/the-register/the-ofs-register/. Furthermore, the OfS has judged that the University of Hertfordshire delivers consistently outstanding teaching, learning and outcomes for its students. It is of the highest quality found in the UK. Consequently, the University received a Gold award in the 2018 Teaching Excellence and Student Outcomes (TEF) exercise. This award was made in June 2018 and is valid for up to 3 years. The TEF panel’s report and conclusions can be accessed at: https://www.officeforstudents.org.uk/advice-and-guidance/teaching/tef-outcomes/#/provider/10007147

G. Entry requirements

For current entry tariff point requirements, please refer to the relevant page for the Course on the University website or on the online prospectus.

The programme is subject to the University's Principles, Policies, Regulations and Procedures for the Admission of Students to Undergraduate and Taught Postgraduate Programmes and will take account of University policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL). The programme is subject to the University's Principles, Policies and Regulations for the Admission of Students to Undergraduate and Taught Postgraduate Programmes (in UPR SA03), along with associated procedures. These will take account of University policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL).

If you would like this information in an alternative format please contact: aqo@herts.ac.uk

If you wish to receive a copy of the latest Programme Annual Monitoring and Evaluation Report (AMER) and/or the External Examiner’s Report for the programme, please email a request to aqo@herts.ac.uk
Table 2: Development of Intended Programme Learning Outcomes in the Constituent Modules

This map identifies where the programme learning outcomes are assessed in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the programme aims (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses.

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Knowledge &amp; Understanding</th>
<th>Intellectual Skills</th>
<th>Practical Skills</th>
<th>Transferable Skills</th>
</tr>
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<tr>
<td></td>
<td></td>
<td>A1</td>
<td>A2</td>
<td>A3</td>
<td>A4</td>
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<td>Creativity and Learning</td>
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<td>Global Perspectives on Childhood</td>
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<td>Designing an Inquiry</td>
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<td>Child Study</td>
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<td>Early Childhood Practice 1</td>
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<td>Psychological Perspectives</td>
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<td>Transitions in Early Childhood</td>
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<td>x</td>
<td>x</td>
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<tr>
<td>Pedagogical Approaches</td>
<td>5EDU1024</td>
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<td>Study Abroad</td>
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<tr>
<td>Children's Wellbeing</td>
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<td>Level 6</td>
<td>Pedagogical Leadership</td>
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<td></td>
<td>Developing Maths and Literacy in Early Childhood setting</td>
<td>6EDU1108</td>
<td>x</td>
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<tr>
<td></td>
<td>Diversity and Inclusion</td>
<td>6EDU1068/6EDU1099</td>
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<td>Developing My Pedagogical Creed</td>
<td>6EDU1064/6EDU1097</td>
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<td></td>
<td>Special Education Needs and Disability and Pedagogical Leadership</td>
<td>6EDU1109</td>
<td>x</td>
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<tr>
<td></td>
<td>Working with Parents, Families and Communities</td>
<td>6EDU1066/6EDU1098</td>
<td>x</td>
<td>x</td>
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<tr>
<td></td>
<td>Research Project</td>
<td>6EDU1078/6EDU1096</td>
<td>x</td>
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<tr>
<td></td>
<td>Interprofessional Working in Early Childhood Settings</td>
<td>6EDU1110</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>
KEY TO PROGRAMME LEARNING OUTCOMES

Knowledge and Understanding
A1. Child development and learning theory from conception to the age of 7 years.

A2. Pedagogical approaches for working with babies, young children and their families.

A3. The importance, challenges and constraints of inter-professional working to meet the needs of young children and their families.

A4. Key issues in relation to babies, children and childhood nationally and globally from a range of different perspectives (e.g. psychological, political, sociological, legal, cultural, and economic).

A5. The provision of education and care for babies and young children.

A6. Issues in relation to rights, diversity, equity and inclusion affecting the work with young children, their families and communities.

A7. A range of research paradigms, methods and techniques for the systematic study of and enquiry into topics relevant to young children and early childhood.

A8. Change and transitions in young children’s lives including their psychological impact and effective support.

Practical Skills
C1. Observe, record and evaluate patterns in play, behaviour and experience.

C2. Plan and evaluate play and learning opportunities and environments for young children.

C3. Plan for and implement effective collaborative working practices with parents/carers and a range of different professionals and agencies.

C4. Support and lead the learning of adults in the early childhood context.

C5. Promote the rights of babies, young children and their families and advocate on their behalf.

Intellectual Skills

B1 Analyse and constructively critique theories, practice and research in the area of early childhood education.


B3. Critically explore and evaluate the significance of national and international policies, initiatives, institutions and agencies in regard to babies, young children and early childhood.

B4. Explore critically the interrelationships between political, economic, cultural and ideological contexts in the lives of babies and young children.

B5. Design, conduct and report on an early childhood research project in line with relevant ethical guidelines.

Transferable Skills

D1. Communicate effectively orally and in writing for a range of different purposes.

D2. Work effectively and collaboratively with others.


D4. Solve problems by clarifying questions, considering alternative solutions and evaluating outcomes.

D5. Reflect on own values, beliefs and actions to enhance practice taking into account a range of different perspectives.

D6. Construct and present effective arguments.
Section 2

Programme management

Relevant QAA subject benchmarking statements: Early Childhood Studies
Date of validation/last periodic review: November 14
Date of production/last revision of PS: March 2020
Relevant intakes: Level 4 entering September 2020
Administrative School: School of Education
Relevant QAA subject benchmarking statements: Early Childhood Studies

Table 3 Course structure

<table>
<thead>
<tr>
<th>Course code</th>
<th>Course description</th>
<th>HECOS</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDECE</td>
<td>BA (Hons) Early Childhood Education</td>
<td>100463</td>
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